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ABSTRACT

Beginning with a description of adult diploma completion requirements for the El Paso school system, this compilation of program information offers reference material and guidelines for adult diploma and high school equivalency programs in many states. Oriented towards administrators who formulate program guidelines, this report furnishes comparative information based on results of two diploma-requirements surveys mailed to a number of states. The narrative summary of the survey of adult diploma programs indicates two general trends across the nation: one trend is toward competency-based programs, while the other is toward continued use of conventional diploma completion programs. There is also information from a six-item Employer Hiring Practices Survey of El Paso's largest employers. Appendixes list adult diploma guidelines for programs in Texas and eleven other states. (CP)

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DEPARTMENT OF EVALUATION, RESEARCH, AND PLANNING

ADULT EDUCATION PROJECT

RESEARCH FINDINGS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EL PASO INDEPENDENT SCHOOL DISTRICT

January 1980

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ABSTRACT

This report is intended to supply reference information to administrators who will be formulating adult diploma-completion guidelines. Included in this report is a description of El Paso's current adult diploma program, a summary of adult diploma guidelines from other districts, and the results of two diploma-requirement surveys.

Adult Diploma Completion in El Paso Independent School District

Introduction

The El Paso Independent School District offers several methods whereby adults may receive credit toward high school diploma completion. This report will present information pertaining to El Paso's Adult Performance Level program and the regular El Paso Evening School diploma program.

Since as early as 1974, El Paso has recognized proficiency as being a basis for high school credit. Currently, El Paso Independent School District has full TEA accreditation for issuing credit on the basis of GED test performance, work experience, military training, correspondence course work, and credit by examination.

El Paso also has two functioning Adult Performance Level programs. One of these programs is operated from Technical Center and another is operated for military personnel at Fort Bliss.

Additionally, El Paso is in the process of expanding the flexibility of its adult alternative programs by establishing a system of equivalency between all accepted credit bases.

The administrative unit responsible for adult diploma granting is the El Paso Evening School at Technical Center. The Evening School issues El Paso Independent School District high school diplomas for completion of the APL program and completion of the regular evening school diploma program.

The Adult Performance Level Program

The El Paso Public Schools' Adult Performance Level (APL) programs are operated

at six sites within the El Paso Independent School District. One program is located at Fort Bliss, providing services to military personnel and dependents. The other programs are located at San Jacinto, Henderson, Terrace Hills, Coronado, and Alta Vista Schools.

Started in 1977, these programs have been responsible for the graduation of over 700 adults from high school. To qualify for this free program, a person must be over 17 years of age. Under an additional requirement, the person must have completed the eighth grade or the advanced level of adult basic education.

In the APL program, there are no formal class meetings. Learning is accomplished in real-life learning situations which are structured in a written format called a module. Forty-one modules must be completed in order to satisfy graduation requirements. The modules deal with the broad subject areas of health, consumer economics, government and law, community resources, and occupational knowledge. APL instructors serve the purpose of guiding the student through the experiences contained in the module. The instructor also ensures the satisfactory completion of each module.

The APL modules engage the student in a learning activity. In one APL module, the student goes through the process of finding a job. In another module, the student fills out an income tax return. If a person does well on the initial Phase I testing and has a licensed trade, completion of the 41 APL modules with short units on United States history and Texas government may be all that is required for APL completion.

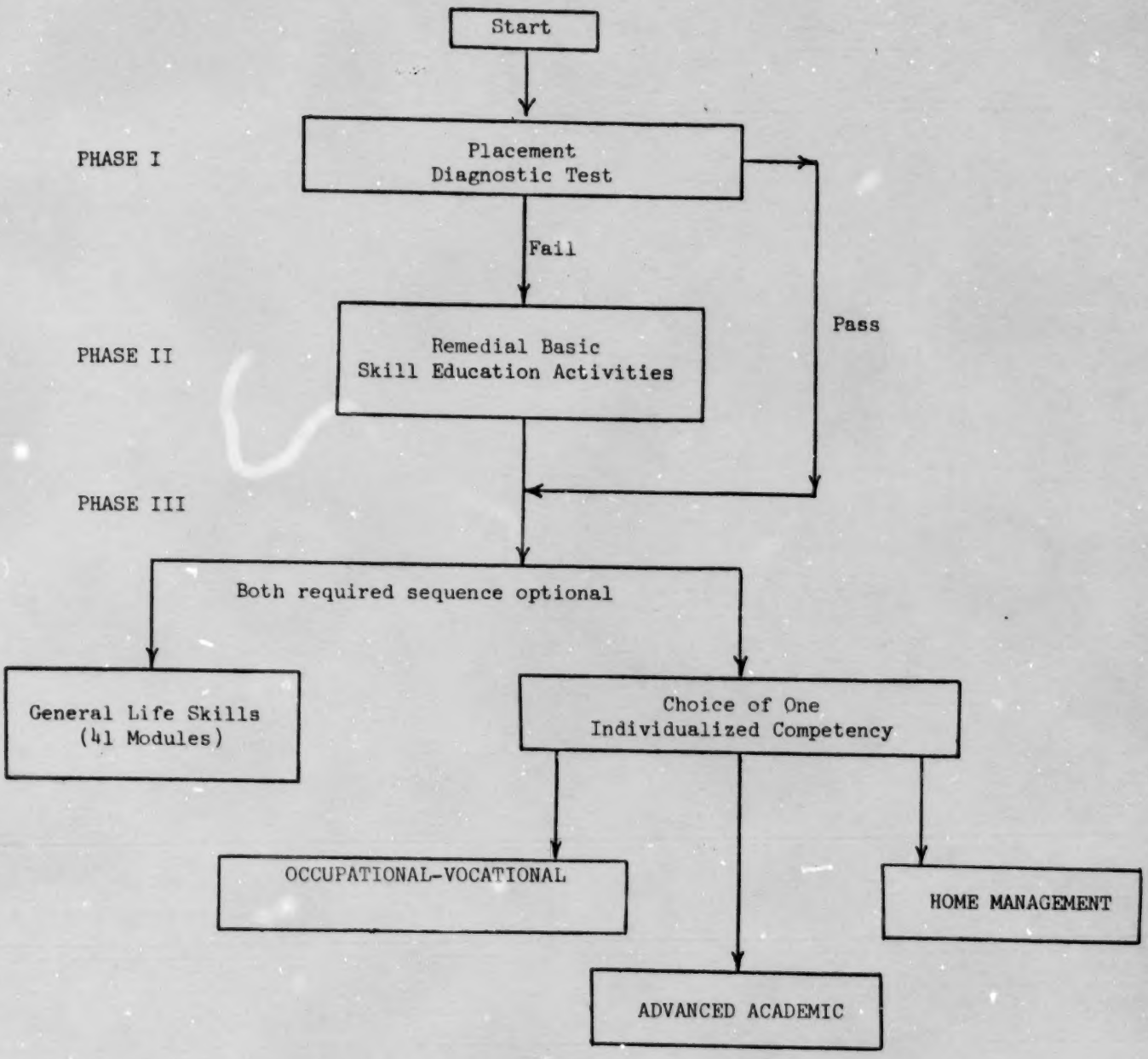
The APL program is composed of three phases, or levels. These phases are illustrated on the flow chart contained in the following page.

In the initial phase of the APL program, the student takes a diagnostic test of basic skills. If this test is passed, indicating eighth-grade literacy, the APL student is advanced to phase-three activities. If the student is not at the eighth-grade level, he is referred to the Adult Basic Education program.

After eighth-grade literacy is achieved, the student can advance to phase three. This phase has two components: the completion of the 41 APL modules and the choice of one individualized competency which may be occupational-vocational, advanced academic, or home management. In the occupational-vocational individualized competency, the student fulfills program requirements through completion of a vocational training course, possession of a professional license, or documented work experience of one year. To graduate from the APL program with the advanced academic competency, the student must enroll in a college or community college program; other requirements may be stipulated by the APL assessor. To complete the APL home management competency, a person with home management experience must complete a test of competency which is given by a home economics teacher.

Once both parts of phase-three are completed, the APL student is ready to receive the El Paso Public Schools Evening School Diploma. This diploma is usually presented at a graduation ceremony which marks the occasion with the customary activities.

ADULT PERFORMANCE LEVEL
FLOW CHART



El Paso Evening School

The El Paso Evening School has served El Pasoans who want to complete their high school educations for many years. The Evening School was mentioned in a history of the El Paso Public Schools printed in 1936.

Currently, the Evening School employs the adult credit guidelines found in the appendix of this report under the heading "El Paso Credit and Graduation Requirements for Adult Students." The regular Evening School program has graduated approximately 110 adult students during the past year. Many of these students utilized the GED credit provision in completing their high school programs. Very few students have utilized the credit-by-examination provision in El Paso's adult guidelines. Likewise, credit for trade experience and military training have had only moderate application as credit sources.

The 110 graduates of the diploma-completion program represent less than 10% of the number of academic students enrolled in the Evening School. The following is a list of programs offered by the Evening School:

Program	78-79 Registration
Academic	1,710
Commercial	1,013
Trades and Industry	1,195
ESL	592
Apprenticeship	171
Disadvantaged	450
Ft. Bliss APL	491
Ft. Bliss Vocational/Special	545
Community Education	690

The following is a listing of academic courses taken through the Evening School during the Spring Quarter, 1979.

Classes	Enrollment
ACADEMIC (Evening) Tech Center (24)	(542)
Pre-Algebra a, b	20
Basic Mathematics a, b, c	28
Consumer Math b	21
Basic Biology b	38
Basic Physical Science c	15
World History: Power Alignments	34
American Government (M-W)	32
American Political Process	19
U.S. History: 1921-Present	13
American Government (T-T; 5:30)	17
City & State Government (7:00)	24
American Government (T-T; 5:30) #2	17
City & State Government (7:00) #2	24
U.S. History: 1876-1920	20
American Government (8:30)	19
Popular Fiction/Non-Fiction	32
Grammar 1, 2, Advanced	21
Composition, 1, 2, Advanced	14
Basic/Remedial Reading Skills (M-W; 7:00)	19
Basic Remedial Reading Skills (M-W; 8:30)	14
Basic/Remedial Reading Skills (T-T; 5:30)	23
Basic/Remedial Reading Skills (T-T; 7:00)	19
English Literature to 1837	33
Comprehensive Vocabulary/Spelling	26

The classes offered are an indication of what El Paso adults need to graduate under current graduation requirements. Current El Paso Graduation Policies can be found in the Appendix under "El Paso Graduation Policies."

Summary

The nature of El Paso's adult diploma-completion activities are reflected by its products--adult graduates. Last year 110 graduates came from the regular Evening School program. Although the APL program is expanding, the city APL program graduated about one-fifth the number of regular graduates. Because the

Army mandates and facilitates the Ft. Bliss APL program, it has produced several hundred adult graduates. Out of over 200,000 El Pasoans who have not graduated from high school, less than 200 adults graduated from city programs. The large number of adults enrolled in vocational classes at the Evening School denote an interest in education for job development. In other areas such an interest has lead to increased diploma completion when facilitated by flexible guidelines, alternative programs, and advertising.

Survey of Adult Diploma Programs in Other States

Introduction

This report contains information concerning adult alternative guidelines which have been developed in other parts of the country. The information is the product of a four-month information gathering activity associated with El Paso's TEA-funded project to develop a comprehensive diploma completion plan. The purpose of gathering information from other areas was to identify model programs which could be used as a basis for the formation of El Paso's guidelines. Additionally, this survey provided a general picture of adult diploma completion in other areas. From a general knowledge of these areas, the committee which is charged with guideline formation can operate with an awareness of current practice and current trends in adult diploma completion programs.

Procedure

The general procedure for gathering information concerning diploma-completion guidelines was to conduct a mail-inquiry campaign. As an initial phase in the information-gathering process, letters were sent to the adult and continuing education department of each state department of education. These letters asked the state officials to identify any school districts within their state which employed alternative measures for granting credit to adult students. Therefore, the responses reported here are dependent upon the amount of cooperation which was received from each state department, as well as the knowledgeability of the recipient of the inquiry. Once identified, districts utilizing alternative sources of credit were sent inquiries to determine the exact nature of their program. Generally, the state departments seemed helpful and the districts provided a generous amount of information. Additionally,

inquires were sent to accreditation associations, the U.S. Office of Education, the National Clearinghouse for Adult Education and Lifelong Learning, and the National Center for Research in Vocational Education. Although the results of this research are by no means a complete picture of all alternative programs in the U.S., they contain enough information to get a good idea of what is being done in different parts of the country.

Issues

This report of adult diploma completion practices is an indication of the basic philosophy exhibited throughout the country regarding this issue. Standards are the central focus of concern over credit granting. Traditionalists can be characterized as having the opinion that credit should be earned only by attendance in a regular classroom setting. There is no question that the classroom setting is ideal for the regulation of the academic program with regard to standards. Teacher credentials are verified, the number of days taught are counted--even the number of books in the library are used as a basis for accreditation. Traditionalists operate on the theory that a quality process will ensure a quality product. The product in this case is the competent high school graduate.

Proponents of alternative credit granting processes can be seen to have an orientation toward the product rather than the process. They would contend that credit should be granted for learning, no matter where or under what circumstances the learning has occurred. Their approach to maintaining standards is through measurement of learning and documentation of learning experiences. Measurement of learning is accomplished through testing and skill demonstration. Learning experiences, in the form of knowledge gained through work or living, are measured by employer testimony, records, or certificates of training.

Problems in ensuring that student competency is achieved are experienced by both the traditionalists and the proponents of credit alternatives. Problems occur in traditional settings on an individual basis. As pointed out by a number of recent court cases, it is possible for a student to graduate from high school without being able to read or work with figures.

In these cases, ensuring a quality process has not ensured a quality product. Students with mental deficiencies and other handicaps are likewise allowed to graduate from high school with substandard skills.

In granting credit for learning alternatives, other problems are experienced. One of these concerns duplicate credit. An example of this could be illustrated thusly: A student takes and receives credit for math during his freshman and sophmore years of high school. Later, he takes the GED test for the purpose of receiving credit by an alternate means. How can we avoid giving credit for the same learning experience twice? This is a basic question which must be resolved in any alternative credit-granting scheme.

Additionally, there is a question of the meaning of a high school education. If the GED is a measure of high school learning, then academic knowledge of reading, writing, and mathematics is the meaning of the diploma. If, on the other hand, the Adult Performance Level contains the essence of what the diploma represents, then life coping skills can be equated with a high school education. In either case, no one is saying that they have developed an improvement to the traditional four-year program. The reason for a compromise solution is the nature of adult needs. Adults usually have a limited amount of time for education. This requires an abbreviation of any viable adult program. It is a fact of life that few adults are able to participate in programs with extensive time requirements. For this reason,

the adult must receive credit for prior learning. If a credit-by-examination situation results in a duplication of credit, then nonrecognition of learning results in a duplication of effort.

Another factor to be considered is the nature of adult students who have experienced failure in the public schools. After being subjected to the humiliation of failure, defeat, and rejection in a regular school program, many adults are hesitant to reenter the classroom under any circumstances. Indeed, the emotions endure to form an unconscious barrier between the adult and further education.

Given the above conditions, why should an adult want to complete a high school education? There are many reasons. In the present conditions of rapid change, educational requirements have escalated for many positions. While construction and production-line work may not require a diploma, office and management or supervisory positions usually require at least a high school education.

Findings of the Survey

The responses to requests for information on adult diploma programs indicated two general trends across the nation. The first trend is toward competency-based diploma programs. These programs have been instituted in many states, with the number of adoptions growing daily. Most of these states utilize the Adult Performance Level program which was developed here in Texas. States which have developed their own competency-based programs include Nevada, New York, Oregon, Nebraska, Colorado, and California. The New York State External High School Diploma Program is listed by many states as being the basis for their competency-based program. All of the competency-based programs share a common format. They identify competencies, prescribe learning activities, and describe acceptable performance indicators. El Paso is a leader in competency-based education; its APL program was installed in 1977 as a pilot program site.

In the field of conventional diploma-completion programs, El Paso is again a leader in its field. Its current policy, adopted in 1974, is as broad and flexible as any discovered in the national survey. For comparison, El Paso's policy and the policies of other states are included as appendices to this report. In looking over these different policies, one may notice that they are similar, differing only in amount of credit granted for each alternative source.

A different adult diploma plan can be found in the "TEA Plan" and the "Waco Plan." Both these plans utilize the new standardized APL test and the GED as a basis for credit. A student who scored well on these tests would satisfy virtually all graduation requirements. Both the "TEA Plan" and the "Waco Plan" are newly developed, so we have little indication of how effective they are. There are some features of the guidelines of other states which might have

implications for usage in El Paso. One is a requirement for permission to enter alternative programs by the principal of the last school attended. This requirement would not affect older adults, but would affect students under age 18. Currently, El Paso drop outs must wait one year before they can enter adult programs unless they are 18 years old. A waiver provision, approved by the principal of the last school attended, could add flexibility. Additionally, Florida's policy of early graduation through testing could have application in El Paso. In Florida, the GED is used to provide an early graduation for qualified students. Another source of credit used by other states is college courses. Since community colleges usually require no diploma for entrance, this form of credit can provide the student with a start in college while completing high school requirements.

In employing tests as a basis for credit, the ACT/APL test is employed as an alternative credit source. This test is focused on life skills which employ "common knowledge" and the application of academic skills. This test is gaining popularity as a basis of credit. Several states use individual projects as a source of credit. This method, usually associated with performance contracting, can be applied with favorable results in cases where students have the ability to pursue individual learning projects.

In summary, El Paso's adult guidelines employ many of the features of plans which are employed in different parts of the country. El Paso's guidelines employ the GED as a major credit source, allowing the equivalent of almost two years' work in the form of 21 quarter-units of credit.

In practice, this provision can be seen at the backbone of El Paso's adult program. For older students with work experience, the El Paso provision for credit through trade experience is also used for credit. Added flexibility could be added to the El Paso guidelines by expanding credit sources and adjusting the amounts of credit granted.

Employer Hiring Practices Survey

Purpose

As a part of the activities associated with the formulation of adult diploma-completion guidelines, a survey of local employer hiring practices was included in the project proposal. This survey was intended to provide information which could be used in the design of the new adult diploma-completion guidelines. There were several major questions which were identified as being important to guideline formulation. Those questions were identified by members of the staff of the El Paso Public Schools Evening School and the APL project staff. Three issues emerged which would be put to the El Paso employers. First, what types of jobs are open to adults who do not possess a diploma? Second, how important is a high school transcript? Third, is the GED an acceptable equivalent to the regular high school diploma?

Methodology

To find the answers to the above questions, the Department of Evaluation, Research, and Planning contacted the El Paso Chamber of Commerce to obtain the names of El Paso's largest employers. From the listing which was provided, the names of employers hiring over 100 workers were procured. El Paso has over 30 employers who fall into this category. A questionnaire containing six items was mailed to each employer. The results of this questionnaire mailing are recorded below.

Results

The El Paso employers provided a good response to the EPPS questionnaire. Over 90% of the employers which were queried returned completed questionnaires. The responses to each item in the questionnaire are reported as the number of respondents and as a percent of the total number of respondents.

Question 1: How many employees do you employ?

Category	Number	Percent
100-200	8	30%
200-500	14	52%
500-1000	3	11%
over 1000	2	7%

Question 2: Are any positions available to prospective employees who do not have a high school diploma?

Category	Number	Percent
Yes	26	96%
No	1	4%

Question 3: What types of positions are available to people who do not have high school diplomas?

Category	Number	Percent
Skilled	19	70%
Janitorial	18	67%
Unskilled	20	74%
Others	8	30%

Question 4: When hiring a worker, do you request a high school transcript?

Category	Number	Percent
Always	0	0
Sometimes	8	30%
Never	20	74%

Question 5: If you check a high school transcript, what do you look at first?

Category	Number	Percent
Courses taken	8	30%
Grades	5	19%
Attendance	3	11%
Other	0	0

Question 6: Is a GED equivalency certificate acceptable as a diploma to your company?

Category	Number	Percent
Yes	22	81%
No	1	4%

Summary and Discussion

The basic findings of the employer hiring practice survey confirm previously existing ideas concerning employment in the El Paso area. The El Paso Chamber of Commerce advises prospective employers that there is a plentiful supply of labor in El Paso. There is a large supply of labor in El Paso, unskilled labor below high school level in education. As evidenced by the results of the survey and confirmed by employer interviews, there are many minimum-wage or piece-work manufacturing production worker positions which do not require high school diplomas.

A number of employers commented that while production work does not require a diploma, any assignment as a clerk, secretary, or office worker requires at least a high school education. Advancement through the ranks of production workers may still occur, but there is not doubt that educational level is a major factor in advancement.

The survey reflected some interesting practices regarding transcripts. The survey results show that a majority of employers never look at high school transcripts. Again, this practice can be seen to reflect local conditions within the border area of El Paso. The company that is paying for work by the piece is not interested in educational level beyond the ability to understand instructions in Spanish. Responses from construction companies indicated similar viewpoints. A number of companies indicated that experience in construction and the ability to perform was all that was required for this kind of work.

When transcripts were examined, one-half of the respondents to this question said that they looked at courses taken first. It is interesting that three major employers said that they examined attendance first.

With regard to the GED, a large percentage of employers accepted the GED as a diploma in their institution. Although there are some employers who reject the GED as a diploma-substitute, the number of employers who accept it indicates that the GED is a viable alternative to the diploma.

In summary, this report points to the fact that a large number of El Paso employers do not require diplomas for production jobs. The lack of a policy barring nongraduates, however, does not make it easier for them to find employment. Conversely, there are those who would contend that some companies do not like to hire people for menial work unless they are not qualified for any

other work. This practice is based on the idea that a person will not stay with a job for very long if they are qualified for a better job.

There is no question that a high school diploma can give a prospective employee an edge over nongraduates in the competition for jobs which require higher-order verbal or mathematical abilities. Personnel managers can be depended upon to match the prospective employee's qualifications with the job requirements. Hence, more education can be equated with a better job and higher pay. The fact that many jobs do not require a diploma does not make them any easier to get. In El Paso there is a shortage of all types of employment; increasing educational preparation broadens the qualifications of the individual, broadening the number of jobs he can handle.

College Entrance Requirements Survey

Purpose

As a part of the activities associated with the formulation of adult diploma-completion guidelines, a survey of the entrance requirements of selected Texas Universities was conducted. The results of this survey serve to define the need for a high school diploma as a basis for college entrance.

Procedure

There are over 125 colleges and universities within the state of Texas. Because of this great number, a sample of approximately one quarter of these schools was queried as to their entrance requirements. Schools of less than 1000 enrollment were selected at random while all institutions of over 1000 enrollment were selected to participate in the survey. A questionnaire on entrance requirements was developed and mailed to each of the selected institutions. Most of the institutions responded by returning a copy of their catalog. Therefore, much of the information reported was deciphered from catalog requirements. We have no indication of how many exceptions are made to the catalog requirements.

Results

The findings of the survey can be summarized thusly: Of the 25 colleges and universities surveyed, only three required a high school diploma for entrance. Therefore, it is concluded that a high school diploma is not a firm requirement for college entrance. This does not mean that high school level skills are not required; 13 of the 25 institutions required GED passage at an acceptable level in lieu of a diploma. Locally, El Paso Community College will admit

any person who is 18 years old and has a certificate of immunization. If a student is under 18, they must pass the GED to be admitted. UTEP will accept a GED score of 45 or higher as a sole basis for college entrance. There is also a provision at UTEP for admittance by individual approval. In summary, there are plenty of colleges and universities in Texas which a high school drop out can gain entrance to. In El Paso, performance on the GED at a certain level will assure admittance to either UTEP or the community college.

APPENDIX

El Paso Graduation Policies

Board
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All units of credit in the high schools of the El Paso Independent School District are based on the quarter system. Students having earned credits under any other system must have their credits evaluated and converted to quarter unit credits for calculation toward graduation.

Graduation Requirements--Secondary Schools. Local secondary school graduation requirements comply with the requirements stipulated by the Texas Education Agency to cover all subjects required by law. Local requirements are approved by the Board of Education. All students are required to complete sixty approved units for graduation. Requirements for graduation are as follows:

English 9

	Minimum number of units required, by area, toward meeting the 9-unit graduation requirement	Maximum number of units allowed, by area, toward meeting the 9-unit graduation requirement
English/Language	2	3
English/Composition	2	3
English/Literature	3	4
English/Reading	0	2

Students are required to complete 2 units in language, 2 units in composition, 3 units in literature, and 2 additional units from any of the four areas. The last column above shows the number of units a student can complete in each area and apply toward the 9-unit graduation requirement. Special Note: Even though limits are placed on the number of units allowed, by area, toward the 9-unit graduation requirement, it does not prohibit students from taking additional courses in language arts and applying the additional units toward the elective unit category of graduation requirements.

Social Studies 8

(Students are to select 2 units from American History Studies, 2 from World History Studies and/or World Geography Studies, 2 from Government, and 2 elective units from any of the courses offered in Social Studies. S-301, American Government, is the only required course for graduation).

(Requirements for students entering 9th grade beginning with the 1975-76 school year: students are to select 3 units from American History Studies, 3 units from World History Studies or 3 units from World Geography Studies, 2 units from Government, one of which must be S-301, American Government).

Mathematics	6
Science	6
(Requirements for students entering the 9th grade beginning the 1977-78 school year; students are required to complete 3 units of physical science before taking the additional required units).	
Physical Education	5
Health Education	2
Selected Courses	24
	60

Graduation--Elementary, Elementary-Intermediate, Junior High, and Intermediate Schools. There are no formal graduation exercises. Some recognition, at the discretion of the principal, may be given the terminal grade of the school, but promotion certificates are not to be used.

Other Graduation Information

Students and/or their parents should consult the counselor regarding entrance requirements to the college of their choice. Parents are to approve the student's choice of high school subjects.

Five units of physical education are required, but a student may be excused from physical education while enrolled in marching band, DE, ICT, VOE, coordinated vocational-academic education program, home economics cooperative education, vocational agriculture cooperative, or a two- or three-hour T & I course. A student dropping these programs will be enrolled in physical education and/or ROTC until the 5-unit requirement has been satisfied, or until the student has met all other graduation requirements. A student may satisfy the requirement for 5 units of physical education with 5 units of ROTC, or any combination thereof, if the substitution meets the educational objectives of the student.

One unit of credit can be earned by students who satisfactorily complete the course in driver education taught by personnel of the Region XIX Education Service Center. The 1 unit of credit will not be credited as part of the 48 basic units, the 5 units in physical education, or the 2 units in health education. The credit can be counted above the basic requirements as a part of the 60 units required for graduation by the El Paso Board of Education.

Graduation Policies, continued

DE, ICT, VOE, CVAE, HECE, vocational agriculture cooperative, or a two- or three-hour trades and industry course may be used as one or more of the "selected" courses.

Visually handicapped students may pursue one of three options to graduate from high school: (1) 60 regular units of credit, (2) 54 regular units of credit, (3) graduation under comprehensive special education.

The local Admission, Review, and Dismissal Committee will determine the best option for each student. If either the 60- or 54-unit route is followed, the specific requirements in English, mathematics, science, and social studies must be met. In the 54-unit sequence, 6 units of electives have been deleted to allow the student more preparation time. Should a medical doctor determine that the student be exempt from taking physical education, then 5 additional units of electives must be completed.

Board
6124.4 (p. 1)

El Paso Credit and Graduation Requirements for Adult Students

The El Paso Public Schools' requirements for high school graduation for adult students comply with Principles and Standards for Accrediting Elementary and Secondary Schools, Texas Education Agency Bulletin 560, Principle VI, Item 25, October, 1974.

1. Definition of student eligibility
   Any student 17 years or older having officially withdrawn from school one calendar year

   Any student 18 years or older having officially withdrawn from school

2. Graduation requirements
   A minimum of 54 units (quarter system units) of credit or their equivalence, exclusive of physical education, or complete the Adult Performance Level (APL) program. A student must complete all other graduation requirements of the El Paso Public Schools.

   No eligible student may be graduated until he has completed a minimum of three quarter units of work while in regular attendance with the El Paso Public Schools.

3. Provisions for the granting of credit
   The official record of a student entering the El Paso adult programs shall be reviewed carefully to ascertain the quarter units of credit that may be granted him on the basis of previous high school work and/or other educational experiences. Credit may not be granted for the specific course if the student already has the subject listed for credit on his transcript. Quarter units of credit may be granted for the following:

   a. Credit previously earned in grade nine or above in an accredited school and documented by the official school transcripts.

   b. A maximum of 27 quarter units of credit may be granted for work training or experience based on documented completion of a recognized trade apprenticeship program or a minimum of ten years' trade experience. Trade experience must be in an area which is comparable to trades and industry training offered in Texas public

(overleaf)

schools. Allocation of credit for any lesser amount of apprenticeship training and/or work experience would be based on a sliding scale downward from the maximum allowable credit. A minimum of one year apprenticeship training and/or three years' work experience may be counted for credit.

c. Credit for extension and correspondence study, provided such courses have been taken under the auspices of an education institution accredited or approved by the Texas Education Agency.

d. Credit may be granted on a performance basis through the administration of an examination for credits. The student must register for the specific examination and pay the appropriate examination fee.

e. Credit Based on GED Test Scores. Credit may be granted for specific courses based on GED test scores as follows:

Test 1--Correctness and Effectiveness of Expression
40-44: Three quarter units of credit in language and composition courses

45 or over: Three additional quarter units of credit in language and composition courses

Test 2--Interpretation of Reading Materials in Social Studies
40 or over: Three quarter units of credit in general social studies courses. Credit cannot be granted for S-301, Federalism and the National Government.

Test 3--Interpretation of Reading Materials in the Natural Sciences
40 or over: Three quarter units of credit in science courses

Test 4--Interpretation of Literary Materials
40 or over: Three quarter units of credit in literature or reading

Test 5--General Mathematical Ability
40-44: Three quarter units of credit in mathematic courses

45 or over: Three additional quarter units of credit in mathematic courses

(continued)

El Paso Credit and Graduation Requirements for Adult Students, continued

f. Credit Through Military Experience. Credit may be granted for successful completion of the following types of educational experiences received while in the military service:

(1) United States Armed Forces Institute secondary level group study courses

(2) United States Armed Forces Institute secondary level performance based on specific subject examinations

(3) High school courses offered through USAFI by cooperating colleges and universities

(4) Marine Corps Institute secondary level group study courses

(5) Service and technical schools and training programs which are comparable to trades and industry programs offered in Texas public schools. Credit may be granted based on successful completion of specified clock hours of training. A formula of 360 clock hours equal three credit units may be used.

4. Requirements for completion of the Adult Performance Level High School Diploma program

A high school diploma will be awarded those adults who demonstrate their ability to function with competency in tasks which the average adult encounters daily. The high school diploma awarded to the Adult Performance Level recipient will serve as an alternative based upon competencies secured through general life skills.

The adult recipient will be certified to receive a high school diploma by the Adult Performance Level staff, based on Texas Education Agency guidelines. These guidelines require the recipient to have demonstrated:

a. Functional literacy

b. Ability to operate as a member of society

c. Ability in either

(1) Occupational-vocational area

(2) Advanced academic area

(3) Advanced specialized vocational skill area

T.E.A. ADULT DIPLOMA PLAN

RATIONALE FOR AN INTEGRATED COMPETENCY-BASED ADULT BASIC EDUCATION/GED/CARNEGIE UNIT ADULT DIPLOMA PROGRAM

Any individual being a legal resident of the State of Texas, at least 18 years of age, contingent upon their signed certification that they have not been enrolled for at least one year in a state-accredited public or private secondary school and that they do not wish to be enrolled in such a school, may be registered by a public school district as a candidate for a diploma in a state (TEA) approved adult education program. Based on a state-approved plan, the individual may then be assessed, credit provided for previously completed courses of study or demonstrations of achievement, and a diploma awarded upon completion of the required 55 units or the equivalent.

No student, based on the initial entry assessment or subsequent assessments, demonstrating less than the 9.0 grade level of competency should be registered as a candidate for an adult diploma. Those not demonstrating this level of competency should be provided the opportunity to enroll in adult basic education for the purpose of acquiring needed competencies and/or qualifying as a candidate for a diploma. The minimum requiied competencies would be those approved in the Operating Guide for Adult Education Programs in Texas (Adult Performance Level Objectives) as minimum standards for adult basic education or equivalent competency standards approved by the Texas Education Agency. A method for certifying attainment of these required minimum competencies could be completing the APL Generalized Life Skills to the teacher's satisfaction, scoring as an APL-3 on the ACT Adult Performance Level Assessment, and achieving an acceptable score on a standardized reading, writing, and math skills performance test or tests. At this point it would be appropriate to award student course completion certificates for each of the five general knowledge areas.

In designing a high school program for adults, the "Essential Curriculum Elements" as described under Section Three of Principles, Standards, and Procedures for the Accreditation of School Districts in Texas, should generally be respected. The "List of Approved Subjects and Courses, Grades 7-12," must necessarily be the basis for the construction of a transcript and the awarding of credit, as it establishes an approved secondary level instructional program. However, courses not on this approved list may be developed and used if certain requirements are met. (See page 50(b).) Thus, local systems may "mix and match" those <u>required</u> Carnegie Unit courses (English, World History or World Geography, American History, American Government, Mathematics, Science, and Health Education) with adult-oriented subject areas dealing with adult functional competencies such as those identified through APL research. A Model for such a "mix and match" transcript is attached. By combining the <u>required</u> "academic" courses with the five APL Knowledge Area Courses plus two quarter unit electives, the 55 quarter unit credits required for graduation are satisfied. While it is recognized that most adult education programs do not currently issue grades, adult education systems, including those currently awarding competency-based adult diplomas, may want to work out a system for awarding credits and grades using GED and ACT/APL test scores, etc., in order to have an adult diploma program transcript more closely approximating the conventional high school transcript. An example of such a grading system is indicated on the attached "Model."

In adopting a competency-based approach toward meeting the requirements outlined in the enclosed Model, several options are possible. A student who has recently dropped out of high school after acquiring a number of Carnegie Unit credits may apply those credits as verified by a high school transcript toward the required "academic" courses, as well as to elective course requirements. Students who already have a General Educational Development Certificate may meet all the "academic" course requirements as indicated on the enclosed Model. These same course requirements may be challenged by students lacking GED or transcript credits by taking the GED examination.

Actual verification of competence in the five APL Knowledge Area Courses would be accomplished by final assessment and approval of the Generalized Life Skills Activities. The actual performance and assessment of these life skills would be accomplished at the instructional level prior to the student being formally accepted as a candidate for the high school diploma. Course completion certificate for the five general knowledge areas could be awarded at this point. The GED and ACT/APL examination can then be administered for the purpose of awarding credits and grades, if locally desired.

In meeting the elective course requirements as indicated on the attached Model, some schools may want to include provisions for candidates to demonstrate their capacity to participate in and benefit from organized and guided group instruction. Such courses might well be designed so as to further document that areas of legislated emphasis, such as Texas History and/or Texas Constitution, have been met. Other schools may choose to award the additional elective credits on the basis of competency performance assessments, and for correspondence courses.

While local systems should feel free to use locally designed or adopted assessment techniques and instruments for diagnostic purposes, accepted standardized tests that verify adult student performance in comparison to national norms of students in equivalent secondary programs would be appropriate as a basis for awarding high school credit and levels of proficiency or grades. Additionally, such standardized tests would be most useful for the purposes of evaluation and reporting against state or national norms.

Experience to date indicates that graduates from the newly developed competency-based adult education instructional curriculum not only can be certified as having satisfactory competencies in the five general knowledge areas of occupational knowledge, consumer economics, government and law, health, and community services, but can also generally pass the GED examination. This verifies their secondary level academic competency. It logically follows that state and local policy should take advantage of the potential of that instructional system and use it to the full extent possible in demonstrating accountability to the adult student, policy-makers, and the taxpaying public. By concentrating on the APL objectives, and by using the correlated instructional system assessment techniques generated by that system, adult education will, for the first time have a system of accountability for moving adults directly and efficiently to both functional competency, competency certification, and the awarding of a diploma.

Adult education cooperatives, in meeting State Plan requirements for providing, within the scope of the three-year plan effective July 1, 1979, for (1) the basic skills to function in society, (2) high school completion program, and (3) employability skills can develop programs within the above-described framework, and should describe their

plans for doing so in the three-year plan. They should, at least tentatively, identify public school districts to award diplomas in the "co-op" and describe a proposed approach for providing the required assessment and counseling services support to students and the diploma-awarding systems. Individual school districts, with assistance as required and available from the cooperative, The University of Texas APL Project, and the TEA, should submit adult diploma plans to the Division of Accreditation for approval by that Division and the Division of Adult Programs prior to enrolling adult candidates for diplomas, unless such a plan has been previously approved.

It is extremely important to note that such a system will function effectively only to the extent that the basic education program is organized around the APL objectives and secondary academic standards as measured by the GED or other standardized tests. Otherwise, it cannot be expected that the instructional system will produce an individual who demonstrates competency in these competency areas without additional compensatory instruction. For students to progress from one compensatory program to another compensatory program indicates failure in achieving the objectives of the basic adult education system.

Additionally, since state adult education guidelines limit state funding of secondary high school credit programs to 50% of the cost of instruction, and since it would naturally follow that either the student or the local system would pay at least 50% of the cost of any assessment for any secondary level credit, a fee schedule for the GED, ACT, or other assessments, and related counseling and other costs, should be established locally. The fee schedule would apply after the student has completed adult basic education instruction and assessment for basic life skills (APL 3). The total cost for administering the GED, diploma enrollment fee, administering the ACT/APL examination, additional assessment, and two credit courses might be $100. The cost to the student and the state would then be approximately $50 each for the diploma component of the program.

The alternative described above is simply offered as an example of how some sites may want to implement an adult education program which integrates the conventional Carnegie Unit program with the GED program and with the APL functional competencies-based program. This does not preclude school districts from presenting other alternative plans which they consider to be more adaptable to their adult students' needs. It should also be emphasized here that the APL Competency-based High School Diploma Program, which has proved to be highly successful in 12 sites within 10 districts for the past four years, shall remain a viable option for any site which feels it will meet the needs of a sufficient number of its students.

MODEL FOR AN INTEGRATED CBAE/GED/CARNEGIE UNIT ADULT DIPLOMA SYSTEM

Suggested course framework for receiving the 55 units for a high school diploma	Minimum Quarter Units	Suggested credits by examination						COUR CREI
		GED 40-44	GED 45-49	GED 50+	ACT 70-79	ACT 80-89	ACT 90+	
English	9	9	9	12				
World History or World Geography	3	3	3	3				
American History	3	3	3	3				
American Government	2	2	2	2				
Mathematics	6	6	6	9				
Science	6	6	6	9				
Physical Education (combine with Health)								
Health Education (including PE) - APL	6				6	6	6	
Occupational Knowledge - APL	6				6	6	9	
Consumer Economics - APL	6				6	6	9	
Government and Law - APL	3				3	3	3	
Community Services - APL	3				3	3	3	
Credits by course or examination	2 min.							
	55 Cred	Grade C 29 Cred.	Grade B 29 Cred.	Grade A 38 Cred	Grade C 24 Cred.	Grade B 24 Cred.	Grade A 30 Cred	Gr Cr

1. The above model is predicated on the assumption that adult students completing the APL based adult basic educa curriculum being used in Texas can pass the GED examination, and thereby demonstrate secondary level academic competencies.
2. The above model assumes the following sequence of verification of competencies: (1) the student, by completing CBAE course work or by APL competency assessment, demonstrates lifeskills competencies, (2) mastery of the GEI exam verifies secondary level academic competencies and provides a basis for awarding credits and grades in al state required secondary coursework and credits, (3) once the GED validates academic competency, credit could then be added to the transcript for the five APL competency areas, as courses of instruction approved by TEA Division of Accreditation, and (4) additional credits for a minimum of two courses in either required or elec areas from approved list in State Accreditation Standards.

W&CO ADULT DIPLOMA PLAN

WACO INDEPENDENT SCHOOL DISTRICT PROPOSED PLAN
INTEGRATED COMPETENCY-BASED/GED/CARNEGIE UNIT ADULT DIPLOMA PROGRAM

Waco Independent School District proposes to implement an Integrated Competency-Based/GED/Carnegie Unit Adult Diploma Program on a pilot basis for a period of one year.

I. INTRODUCTION AND OVERVIEW

Current census data reveals that there are almost four million citizens in Texas over age 16 who are out of school and do not have a high school education. McLennan Community College did a comprehensive survey in 1975 that revealed 68,001 or 58.9% of the adults in McLennan County do not have a high school education. It can reasonably be inferred that there are 33,932 (49.9% of 68,001) adults living in the Waco Independent School District who do not have a high school education.

Adults without a high school diploma are experiencing more pressure to receive these credentials in order to get a job or to keep the job they now have. More and more adults in the Waco area are seeking remedies to their lack of the needed essentials.

II. OBJECTIVE

The Integrated Competency-Based/GED/Carnegie Unit Adult Diploma Program will provide a means for adults without a high school diploma to secure the credentials needed to succeed in today's technological society. It will be especially advantageous to the adult who lacks a few credits for them to get their high school diploma. This program will not be in

competition with the regular adult high school diploma program nor with the GED program, but rather it will be another alternative for the prospective adult student.

III. PROGRAM OPERATION

TEA Bulletin AD7 825 01 "Principles, Standards, and Procedures for the Accreditation of School Districts" will be adhered to in implementing this Integrated Competency-Based/GED/Carnegie Unit Adult Diploma Program.

A. Student Eligibility

1. Any student 17 years or older having officially withdrawn from school for a least one year.
2. Any student 18 years or older having officially withdrawn from school.
3. Any student 16 years or older especially recommended by the school district in which he/she is living.

B. Graduation Requirements

A minimum of 55 Carnegie Units (quarter plan) of credit or their equivalent will be needed to complete the Integrated Competency-Based/GED/Carnegie Unit Adult Diploma program; or, an adult student must meet the requirements outlined in the Fall 1978 issue of "The Adult Performance Level Competency-Based High School Diploma Process Manual." Each student must complete all other graduation requirements of the Waco Independent School District.

C. Provisions for Granting Credit

The official record of a student entering the Waco ISD Adult programs shall be reviewed to ascertain the quarter units of credit that may be granted on the basis of previous high school work and/or other education experiences. Additional credit may not be granted

for a course if the student already has the subject listed for credit on his/her permanent record and/or transcript. Quarter units of credit may be granted in the following manner:

1. Credit previously earned in grade nine or above in an accredited school and which is documented by an official school transcript.
2. A maximum of 17 quarter units of credit may be granted for work training or experience based on documented completion of a recognized trade apprenticeship program or a minimum of ten year's trade experience. Trade experience must be in an area which is comparable to trades and industry training offered in Texas public schools. Allocation of credit for any lesser amount of apprenticeship training and/or work experience will be based on a sliding scale downward from the maximum allowable credit. A minimum of one year's apprenticeship training and/or three year's work experience may be counted for credit.
3. Credit for extension and correspondence study, provided such courses have been taken under the auspices of an education institution accredited and/or approved by the Texas Education Agency.
4. Credit may be granted on a performance basis through the administration of an examination for credits. The student must register for the specific examination and pay the appropriate examination fee. A maximum of 27 quarter units may be granted by examination for credits.
5. Credit may be granted for specific courses based on GED test scores as follows:
   a. Test 1--"The Writing Skills Test"

(1) For a score of 40-44 six (6) quarter units of credit in English language and composition courses may be granted.

(2) A score of 45-49 would earn nine (9) quarter units of credit in English language and composition courses.

(3) For a score of 50 or more twelve (12) quarter units of credit in English language and composition courses may be granted.

b. Test 2--"The Social Studies Test"

(1) For a score of 40-44 six (6) quarter units of credit in social studies courses may be granted.

(2) A score of 45-59 may earn nine (9) quarter units in social studies courses.

(3) If a score of 50 or more is made twelve (12) quarter units may be earned.

c. Test 3--"The Science Test"

(1) For a score of 40-49 six (6) quarter units may be earned in science courses.

(2) When a score of 50 or more is made nine (9) quarter units may be awarded for science courses.

d. Test 4--"The Reading Skills Test"

(1) For a score of 40 or more nine (9) quarter units may be earned in reading, literature, and literary materials courses.

e. Test 5--"The Mathematics Test"

(1) When a score of 40-49 is made six (6) quarter units may be awarded for mathematics courses.

(2) If a score of 50 or more is made nine (9) quarter units may be awarded for mathematics courses.

6. Credit may be granted for specific courses based on American College Testing Adult Performance Level Assessment Test as follows:

   a. For a score of 70-79 credits may be awarded as follows:

      (1) Health - 4
      (2) Occupational Knowledge - 4
      (3) Consumer Economics - 4
      (4) Government & Law - 2
      (5) Community Service - 2

   b. When a score of 80-89 is made credits may be awarded as follows:

      (1) Health - 6
      (2) Occupational Knowledge - 6
      (3) Consumer Economics - 6
      (4) Government & Law - 3
      (5) Community Services - 3

   c. If a score of 90 or more is made credits may be awarded as follows:

      (1) Health - 6
      (2) Occupational Knowledge - 9
      (3) Consumer Economics - 9
      (4) Government & Law - 3
      (5) Community Service - 3

7. Adult Performance Level (APL) Program

   A high school diploma will be awarded those adults who demonstrate their ability to function with competency in tasks which the average adult encounters daily. This program will be operated under the process and guidelines outlined in the Fall 1978 issue of "The Adult Performance Level Competency-Based High School Diploma Process Manuel" published by the APL project, the University

of Texas at Austin. Specific requirements are:

a. Each applicant will be counseled in the options available and assisted in making the best decision for his/her circumstances and needs.

b. Applicants choosing APL/CBHSD will be tested, have prescriptions made to remedy deficiencies, and will be provided a complete plan for earning the CBHSD diploma.

c. Students needing academic improvement will be assigned to the teacher to help the student come up to the required level in their deficient subject areas.

d. When ready, each student will perform the tests necessary to be proficient in each of the Generalized Life Skills.

e. Each student will make a choice between Occupational/Vocational, Post-Secondary Education, or Homemaker/Home Maintenance.

(1) Occupational/Vocational--Student must have one year of continuous, successful employment; or demonstrate entry level competency in his chosen field; or document his job competency (union card, state license, etc.).

(2) Post-Secondary Education--Students will have the option of choosing between higher academic education or higher vocational training.

(a) Advanced Academics--Students must pass the ACT Test with a minimum score of 15 and must prepare a portfolio which will demonstrate he/she has determined educational goals and given adequate consideration to the potential family, monetary, and social problems involved.

(b) Advanced Vocational--Student must demonstrate that he/she has a high interest and aptitude level in his/her chosen vocation by achieving acceptable scores in a designated career interest and aptitude survey instrument, and must prepare a portfolio similar to that described for the "Advanced Academic" above.

(3) Homemaker/Home Maintenance--Student must demonstrate proficiency in his/her chosen field.

8. Credit through military experience. Appropriate credit may be granted for successful completion of the following types of educational experiences received while in the military service:

(a) United States Armed Forces Institute secondary level group study courses.

(b) United States Armed Forces Institute secondary level performance based on specific subject examinations.

(c) High school courses offered through USAFI by cooperating colleges and universities.

(d) U.S. Marines Corps Institute secondary level group study courses.

(e) Service and technical schools and training programs which are comparable to trades and industry program offered in Texas public schools. Credit may be granted based on successful completion of specific clock hours of training. A formula of 360 clock hours equals three quarter units of credit will be used.

IV. EVALUATION

Periodic program evaluation will be provided through program monitoring activities of Texas Education Agency and the University of Texas at Austin.

APL Project Staff, as well as Waco ISD designated staff. A final report and program evaluation will be submitted to the Texas Education Agency by Waco Independent School District, and will include the documentation of a decision by Waco ISD Board of Trustees as to their intentions to continue or discontinue this "Integrated Competency-Based/GED/Carnegie Unit Adult Diploma Program."

LIST OF REQUIRED COURSES AND POSSIBLE ELECTIVE COURSES

SUBJECT	QUARTER CREDITS	REQUIRED	ELECTIVE
English Language Arts			
English I	3	3	
English II	3	3	
English III	3	3	
English IV	3		
Speech I	3		
Speech II	3		
Speech III	3		
Speech IV	3		
Journalism I	3		
Journalism II	3		
Reading Improvement	1		
Corrective Reading	2		
Literature/Literary Materials	9		
Social Studies			
American History	3	3	
American Government	3	2	
World History	3	3	
World Geography	3		
Fundamentals of Free Enterprise	1		
Economics	2		
Mathematics		6	
Fundamentals of Math	1 to 6		
Introduction to Algebra	1 to 6		
Algebra 1, 2, 3	1 to 3		
Algebra 4, 5, 6	1 to 3		
Geometry	1 to 3		
Trigonometry	1 to 2		
Analytic Geometry	1 to 2		
Probability & Statistics	1		
Math of Consumer Eco.	1 to 3		
Computer Math	1 to 3		
Calculus with Analytic Geometry	1 to 3		
Science		6	
Physical Science	3		
Biology I	3		
Chemistry I	3		
Physics I	3		
Geology	1 or 2		
Atmospheric Science	1 or 2		
Astro-Science	1 or 2		
Marine Science	1 or 2		
Biology II	3		
Chemistry II	3		
Physics II	3		
Advanced Science	3		
Environmental Science	1 to 3		

SUBJECT	QUARTER CREDITS	REQUIRED	ELECTIVE
Physical Education	1 to 12	5	
Health Education I	2	2	
Health Education II	1 to 2		
Advanced Physiology and Hygiene	1 to 2		
Nutrition and Health	1 to 2		

GED TESTS:

1. "The Writing Skills Test"	6 to 12
2. "The Social Studies Test"	6 to 12
3. "The Science Test"	6 to 9
4. "The Reading Skills Test"	9
5. "The Mathematics Test"	6 to 9

ELECTIVES: MAXIMUM: 19

Any subject listed in AD7 825 01 may be taken as an elective provided it is not needed as a required subject.

ADDITIONAL ELECTIVES

Occupational Knowledge - APL	4 to 9
Consumer Economics - APL	4 to 9
Government and Law - APL	2 to 3
Health Education - APL	4 to 6

HIGH SCHOOL GRADUATION 55

MODEL FOR AN INTEGRATED
CBAE/GED/CARNEGIE UNIT
ADULT DIPLOMA SYSTEM

Course Framework For Receiving the 55 Units for a High School Diploma	Minimum Quarter Units	CREDITS BY EXAMINATION					
		GED 40-44	GED 45-49	GED 50+	ACT 70-79	ACT 80-89	ACT 90+
English	9	9	9	12			
World History or World Geography	3	3	3	3			
American History	3	3	3	3			
American Government	2	2	2	2			
Mathematics	6	6	6	9			
Science	6	6	6	9			
Electives as Needed/Desired not to exceed 19 Quarter Units							
Health Education (including PE) - APL	6				6	6	6
Occupational Knowledge - APL	6				6	6	9
Consumer Economics - APL	6				6	6	9
Government and Law - APL	3				3	3	3
Community Services - APL	3				3	3	3
Course in Waco ISD Class	2						
	55 Cred	Grade C 29 Cred	Grade B 29 Cred	Grade A 38 Cred	Grade C 24 Cred	Grade B 24 Cred	Grade A 30 Cred

Alabama Adult Diploma Guidelines

In Alabama, local boards of education are authorized by the State Board of Education to adopt policies determining the conditions and establishing the basis for granting high school credits and awarding high school diplomas to adults on the basis of prescribed work completed in the Adult Education Program of the local school distict.

A. In the formulation of these policies, the minimum requirements are:

1. Credits to be earned:

Language Arts	4 units
Social Studies	3 units
Mathematics (above 8th grade)	1 unit
Science (above 8th grade)	1 unit
Electives	7 units

2. No student shall be graduated from an Adult Education Program prior to the time he would normally have graduated if he had remained in high school. A minimum of two credits shall be completed in residence (through actual attendance in Adult Education Program for one semester) as a prerequisite to being eligible for the state high school diploma.

3. The level of accomplishment required for granting of credit shall be at least the minimum as that required by accredited high schools for youth; however, emphasis placed upon time spent in class in the case of youth may be waived in the case of adults as long as objective evidence of equivalent or higher subject matter attainment is required for the adult.

4. Enrollment shall be limited to individuals who are 18 years of age or over and who are not enrolled in school. Students of less than 18 years of age, when such students exhibit an unusual educational need, may enroll with approval of the local superintendent.

5. Qualifications for teachers must be the same as those in a standard high school. Preference should be given to those teachers with training and experience in adult education.

B. In granting credits, the following guidelines are used:

1. Subject matter credits must be accepted at face value when official transcripts are received from schools which are accredited by state or regional accrediting agencies.

B. (continued)

2. Credit for correspondence courses shall be accepted only from an institution which is recognized by the State Department of Education and/or the United States Armed Forces Institute.

3. Credit earned during military service shall apply the same as in the regular high school program.

4. In determining the units of credit to be allowed for the educational aspects of vocational (technical) training and work experience, the local administrator may allow a maximum of seven units of credit, provided the student establishes that he has had formal training (through apprenticeship, special course or program, etc.) plus at least two years of successful experience verified by his employer in the occupation. The issuance of occupational work experience credits are allowed only when the student seeking this type of credit must complete a required form stating his qualifications. This approved document must become part of his official school record.

5. With approval of the local superintendent, regular high school credit may be given for courses successfully completed in a minimum of 120 hours when a student shows proficiency in a given subject.

6. Physical education will not be required for any student who is eligible for adult education classes. Students will be granted four units of credit upon completion of the 16 above-mentioned units at graduation to complete the 20-unit requirement for graduation in the State of Alabama.

Monte Vista, Colorado Adult High
School Completion Program

Graduation Requirements

These requirements are in accordance with the standards set by the North Central Accreditation Committee:

I. Students may be enrolled in the Community School Adult High School if aged eighteen (18) or over and not enrolled in a regular high school program. Students below the age of eighteen (18) must have prior written permission from their home high school principal to enroll in this program.

II. No person will be eligible to receive an adult high school diploma until after the high school class in which he was enrolled has graduated.

III. Adults may receive adult high school diplomas through the Community School upon completion of the same number of required credits and courses as are required for graduation from the Monte Vista High School. The Community School Director may substitute other courses for the required Physical Education and Humanities courses of the high school.

IV. Each student enrolling in the Community School for high school credit will be required to pay the tuition fee of $10.00 for one credit; $5.00 for one-half credit; $3.00 for one-quarter credit. Payment must be made to the Community School at the time of enrollment.

V. There is no charge for enrollment in the High School Completion Program if the student has completed the ABE/ESL program.

VI. Students age twenty-one (21) and under will be required to spend ten (10) hours per week at the Community School. This contact time must be recorded in the student's folder.

VII. Evaluation of the student's work will be by regular tests in the subject matter and by teacher evaluation. Copies of tests given and the results of such tests shall be filed in the student's permanent record.

VIII. Resident Credits

A. A minimum of 22 credits is required for graduation. 120 clock hours is equal to 1 unit of credit.

B. 12 of these credits are electives

C. 10 of these credits are required:

1. English - 4 credits
2. Social Studies - 2 credits
3. Mathematics - 2 credits
4. Science - 2 credits

D. A minimum of 3½ credits must be earned in current Monte Vista High School or Monte Vista School District Adult Education Programs, to qualify for a high school diploma.

E. A maximum of 18½ credits may be granted from Monte Vista or other school systems.

1. Up to 18½ credits earned in high schools
2. Up to 6 credits based on military experience
3. Up to 18½ credits earned through satisfactory completion of standardized achievement tests.
4. Up to 6 credits for documented successful work or life experiences
5. Up to 18½ credits for correspondence and extension courses
6. No credit will be granted for less than a 'D' grade in a course.

XI. Non-Resident Credits

A. A student may earn up to 18½ credits as a non-resident of Monte Vista.

1. High School transcripts will be requested of all adults entering the Monte Vista Adult High School Program. No demonstration of competency will be required, however.

2. Up to 18½ credits may be transferable into this program to apply for a Monte Vista High School Diploma, providing grades no lower than a 'D' have been earned.

XI. Non-Resident Credits (continued)

3. Credits from recognized correspondence high school level programs, University of Colorado, International Correspondence School, U.S.A.F., etc., will be accepted on a credit recommendation basis as documented by the correspondence school records.

4. Credit from colleges, community colleges, and area vocational schools will be accepted.

5. Courses from religious and foreign schools will be given credit.

6. Credit will be given for Military Service and related schools.

7. Up to 6 credits will be given for documented educational life experience.

8. 1 credit will be given for each year of 2000 hours of work experience, for a period of up to 4 years.

9. Home Economics credit for marriage

10. One quarter credit may be earned in Community Education classes, if the class is taught by a certified teacher.

X. Independent and Individual Study

A. Up to 18½ credits may be earned by residents and non-residents alike, through independent and individual study.

1. Individual study projects will receive credit if the student submits completed projects, which have been previously agreed upon with the instructor as being worth a specified amount of credit.

2. Students wishing to earn all or part of the 3½ units of resident credit required for a diploma, through an independent study, must have completed all other credit requirements and have prior permission from the Director of Adult Education of the Monte Vista Community School.

3. Recommendations for Individual Study:

1. Preparation of a collection of specimens of local nature and adequate number, with evidence of proper identifying techniques.

2. Development of competency in the area of photography and dark room techniques, nutrition, animal care, and training techniques, etc.

B. English:

1. Evidence of publication of written composition

2. Evidence of acting, radio/television announcing, public speaking, etc.

3. Presentation of written analysis of literature, drama, etc.

C. Social Studies:

1. Participation in archeology activities, cultural activities and groups, historical societies, etc.

2. Participation in community government, service and social clubs, Chamber of Commerce type activities, and committees, etc.

3. Active participation in religious activities.

4. Research of community problems, historical periods, (such as Germany in World War II), cultures (such as Indians of the Southwest), etc.

D. Art or Music:

1. Evidence of competency in art, craft, or music as a performer or producer.

E. Vocational:

1. Success on the job of adequate duration

2. Competency in specific vocational skills such as mechanics, welding, etc.

4. Procedure for taking Individual Study Courses

A. The student will select a course, pay the required fee, and work through the book at his/her own speed.

B. The student will schedule test sessions when he/she feels ready. All tests are taken with the examiner.

C. The student will turn in the workbook for the grade.

Florida State Diploma Guidelines

State of Florida high school diplomas. The Commissioner shall award a State of Florida high school diploma to a candidate who meets all of the requirements prescribed herein and has attained a standard score of forty (40) or above on each of the five (5) General Education Development (GED) Tests and an average standard score of forty-five (45) or above on all five (5) tests.

A. The director, division of public schools, shall designate testing centers in the State which are authorized to act as agents of the State in administering the GED Tests. The division of public schools shall provide tests and test materials to the designated centers, provide test scoring and reporting services, maintain a perpetual record of individual test results, and issue State high school diplomas to successful candidates.

B. Each designated testing center shall establish a schedule for testing which adequately meets the needs of the public within its service area. In addition, each school board shall, in cooperation with designated testing centers, make provisions for administration of the GED Tests at least three (3) times each year for secondary school students desiring to graduate from high school under the provisions of Section 229.814(1), (2), (3), Florida Statutes.

C. Each applicant shall pay a fee of seventeen dollars and fifty cents ($17.50) for the entire test battery consisting of the five (5) GED Tests at the time application is filed. A fee of four dollars ($4.00) shall be paid by each applicant for each retake of an individual test. However, the school board or agency administering the testing center may authorize the waiver, on a uniform or an individual basis, of all or any portion of the fees prescribed herein.

D. In order to defray costs of the State testing program, each school board or agency administering a testing center shall remit to the Department the following amounts for each test administered, including each test for which a portion or all of the fee is waived by the school board:

1. A person who is not currently enrolled in an elementary or secondary school shall:

   a. Be at least eighteen (18) years of age at the time of application. However, persons who are at least sixteen (16) years of age may be permitted to take the tests upon submission of a statement of justification signed by the superintendent or designee.

   b. Submit an application to an approved testing center on a form adopted in Rule 6A-1.011, FAC, which provides essential personal and educational data.

   c. Reside in the State at the time application is made.

Florida State Diploma Guidelines (continued)

2. A candidate who is currently enrolled in a secondary school who desires to exit high school by examination as provided by Section 229.814(1), (2), (3), Florida Statutes, shall:

   a. Be at least sixteen (16) years of age at the time of application.

   b. Complete career planning conferences as defined in Rule 6A-6,71(9), FAC, with the parent or guardian in attendance if the student is under eighteen (18) years of age.

   c. Submit an application to an approved testing center on a form adopted in Rule 6A-1.011, FAC. This form shall include the approval signature of the parent or guardian of any student under eighteen (18) years of age.

E. Upon successful completion of the GED Tests as prescribed herein, a candidate shall be awarded a State of Florida high school diploma and shall be considered a high school graduate. A district may, in addition, also award a district diploma to the successful candidate.

F. A candidate who fails to attain the required minimum scores on the initial GED testing may retake the tests at any subsequent testing session. After the second testing a candidate shall be eligible to retake the tests at any subsequent session, if an overall minimum standard score of two hundred fifteen (215) has been achieved and the candidate has made a standard score of forty (40) or more on at least three (3) of the tests. A candidate who fails to achieve a standard score of forty (40) or more on three (3) or more of the tests after the second testing shall not be eligible to retake the tests for a period of six (6) months.

G. This rule shall take effect January 1, 1979.

Wallingford, Connecticut Adult Diploma Guidelines

A. Any adult, 18 years and older, not enrolled in a regular secondary school program, shall be eligible to enroll in the adult high school.

B. Any student, 16 or 17 years of age, having separated from their regular daytime secondary school, may enroll in the adult high school at the beginning of the following academic year.

1. Extenuating circumstances allowing for an earlier admission into the adult high school program would be the inability of a student to fit into the structure of the daytime program and the considered recommendation of the Guidance Counselor and Principal of the secondary high school that the student would benefit from the adult high school program and that he could fit into the adult classes without being a disruptive factor.

2. Very rigid controls shall be implemented to avoid the possibility of the adult high school being considered an "easy" route for the student who wants to get out of his high school, and to avoid the possibility of the adult school being used as a "dumping ground" for "undesirable" students:

a. The High School Guidance Counselor shall interview and discuss problems with the parents or guardian of the student.

b. The Guidance Counselor shall write a letter of recommendation, stating the reasons why the adult high school would be preferable and beneficial to the student.

c. The High School Principal shall consider the letter of recommendation by the Counselor, interview the student, and if he agrees to the plan of action he will write a letter of recommendation to the Academic Committee on Accreditation.

d. Final approval of early admission into the adult high school shall be made by a vote of approval by the Academic Committee on Accreditation.

3. Adult high school students shall not be awarded their diplomas until they have reached the age of nineteen, or until the high school classes in which they had been enrolled have graduated.

C. All persons enrolled in the adult high school shall have been separated from their respective high schools before they may enroll in the adult high school.

D. No person shall be awarded the adult high school diploma unless he/she has matriculated in adult high school courses of study and has obtained a minimum of three academic credits in the adult high school program.

Wallingford, Connecticut Adult Diploma Guidelines (continued)

E. Those students who have successfully obtained 18 or 19 credits from either Lyman Hall or Sheehan High Schools, and are lacking only one or two credits to graduate from either of these two schools, may enroll in the adult high school (having separated from their respective schools) to complete the necessary credits for graduation, and they may receive their diplomas from their respective schools (Lyman Hall or Sheehan) in which they had done the bulk of their work.

F. This special privilege shall be offered only under specified conditions and with controls exercised:

1. This may be accomplished only with the approval and written recommendation of the guidance counselor and principal of the high school in which the student had matriculated, and with the vote of approval of the Academic Committee on Accreditation.

2. The necessary credit requirements (maximum of two) must be successfully completed within the academic year immediately following his/her obtaining the minimum of 18 credits at either Lyman Hall or Sheehan High Schools.

3. If the student fails to gain the necessary approval to be awarded a Lyman Hall or Sheehan diploma, or if he fails to successfully complete the required credits for the diploma within the first academic year, he may receive the adult high school diploma upon completion of the necessary credits in compliance with the rules and regulations set forth relating to the awarding of an adult high school diploma.

CREDIT REQUIREMENTS TO OBTAIN AN ADULT HIGH SCHOOL DIPLOMA:

A. A minimum of eighteen (18) credits shall be required of each student to earn the adult high school diploma, with a maximum of fifteen (15) credits acceptable from former academic achievement and equivalent credit granted for life maturity experiences.

Therefore, all persons enrolled in the adult high school must earn a minimum of three (3) credits, regardless of total previous academic and life experiences achievement.

B. The minimum eighteen credits shall include the following requirements:

English and Commur cation Skills	4 credits
Social Sciences, including 1 credit in United States history	2 credits
Mathematics	2 credits
Science	2 credits

Wallingford, Connecticut Adult Diploma Guidelines (continued)

C. Credits may be granted by the Academic Committee on Accreditation up to and no more than fifteen (15), as follows:

Transcripts of former secondary school academic achievement	Maximum of 15 credits
Military service, with honorable discharge and evidence of achievement	Maximum of 2 credits
Work experience, with written evidence of growth and achievement	Maximum of 2 credits
Evidence of proficiency in the fine arts and extensive travel	Maximum of 1 credit
Results from the Armed Forces Educational Programs	Maximum of 4 credits
Results from the GED Examination	Maximum of 2 credits

D. For those students enrolled in the adult high school who have completed the required credits as stated in Section B, and are still lacking the minimum 18 credits necessary for the diploma, credits may be earned by matriculating in approved courses offered in the regular Adult Education Program.

1. These elective courses, meeting two hours per week for a total of twelve weeks, shall grant 1/2 credit each upon successful completion of the courses of study.

2. Selection of approved electives shall be made as follows: The Coordinator of Adult Education shall prepare a list of those courses that she considers acceptable in instructional level and content, and present the list to the Academic Committee on Accreditation; the Academic Committee shall evaluate the suggested courses and accompanying syllabi, and members of the Committee may choose to visit some class sessions of any of the suggested courses to better determine the academic level of instruction; the Academic Committee on Accreditation will grant approval of those courses it considers acceptable electives.

E. There shall be limited cuts in attendance at class sessions, or loss of credit shall be sustained:

1. For the required credit courses that meet two times per week for a total of three hours instruction each week for fourteen weeks, a maximum of four cuts in class attendance shall be allowed.

2. For the elective courses that shall meet one session per week for twelve weeks, a maximum of two cuts in class attendance shall be allowed.

Wallingford, Connecticut Adult Diploma Guidelines (continued)

3. When students have taken cuts in class attendance, the students are expected to complete any assignments and to make up for the work that was covered during their absence.

4. In cases of unusual and extenuating circumstances wherein a student is forced to take more than the maximum cuts by reason of extended illness or disability or employment-related problems that arise after the semester has begun, and if the student attends a minimum of one half of the total number of semester sessions, and if the student is able to pass a final examination or demonstrate competency of the subject in some way determined by the instructor, the Guidance Counselor may make recommendation to the Academic Committee on Accreditation to grant course credit to the student.

F. Students matriculating in required credit courses and in elective courses shall be graded by the instructors as follows:

A = Excellent
B = Good
C = Fair
D = Poor
F = Failure

G. The student shall maintain an average of "C" or better in order to be awarded an adult high school diploma.

New Hampshire Adult Graduation Guidelines

I. A Secondary Educational Program may be offered in regular adult evening programs or adult high schools conducted under the auspices of a local school department and approved by the New Hempshire Department of Education, leading to an adult high school diploma.

II. Teachers must be certified for the subjects they are teaching and possess a regular public school certificate, in accordance with the regulations of the New Hampshire State Board of Education.

All teachers must attend a pre-service training program developed and sponsored by the State Department of Education's Office of Adult Basic Education. Continuing in-service training programs for staffs involved in adult high school diploma programs shall be conducted through the Local Master Staff Development Plans.

III. The adult student's program must be planned by himself and an advisor selected by the program director. Initial counseling is essential to orient the student, discuss past academic record and related learning experiences, and to obtain the necessary personal data to enroll the student in the program. The student will be counseled periodically while he is associated with the program. A complete cumulative record will be maintained for each student.

IV. No student presently enrolled in a regular high school program may transfer to the adult high school program without written recommendation of his principal, as well as the written consent of his parent or guardian if the student has not attained the age of majority.

V. Each subject offered in this program will meet for not less than 45 hours; demonstrated subject-area competence will be the basis for awarding credit. Students needing extra time to complete a course satisfactorily shall have opportunity to do so.

VI. Each student will be administered a final examination appropriate to the objectives of the adult course.

VII. No adult will be admitted to classes unless he is 16 years of age or older and is not enrolled in a public school. In addition, no student will be graduated from an adult school unless his class in the regular day program has graduated.

Special Note: If local school authorities choose to do so, exceptions to this regulation are permissible to enable certain in-school youth to earn a few credits via the Adult High School Diploma Program. Procedural guidelines for this credit-earning alternative for in-school youth are spelled out by the State Department of Education in its April 30, 1974, memorandum entitled, "Interim Guidelines for Adult High School Diploma Programs."

VIII. Sources of High School Credit

A. Previous high school work completed for which credit was granted by an approved high school and/or accredited post-secondary institution.

B. Course work successfully completed in the adult high school program.

C. Work experiences and non-high-school educational experience according to the guidelines for awarding "Experiential Credit" as outlined under Item XI below.

IX. Each student shall successfully complete a minimum program of sixteen (16) units for graduation, including eight (8) as outlined below:

English	4 units
Social Science	
(U.S. History required)	2 units
Mathematics	1 unit
Science	1 unit
Total	8 units

Students may have completed some of these requirements when previously enrolled in a regular high school program or in an accredited post-secondary institution. Such credits would be applied toward the required 8 units outlined above. The remaining required courses would be completed by participating in the appropriate courses offered by the adult school.

The remaining 8 units may be electives taken in the adult high school program or previously taken in regular day school. In addition, elective units may be granted for non-high-school experience as outlined under "Experiential Credits," Item XI below.

Suggested course outlines for the 8 required units and guidelines for establishing the curriculum content of elective courses appear in the "Adult High School Curriculum Guide" as prepared by the State Office of Adult Basic Education, 64 North Main Street, Concord, New Hampshire 03301.

X. The student must be enrolled in the adult high school program for at least one (1) semester in at least one (1) course before he is eligible to receive his adult high school diploma.

XI. "Experiential Credit" may be awarded for the non-high-school experiences as described below. The number of credits awarded for each experience is limited to encourage the student to participate in a variety of learning situations.

A. Apprenticeship Program

Credits for certain apprenticeship programs will be given upon review as to curriculum, time spent, scope and quality.

B. Career Exploration

Diploma candidates may earn up to two (2) high school diploma credits by observation/practicum experiences in business, industry, institutions. Note: See Procedural guidelines appearing on pages 10-11 of our Position Paper entitled An Alternative to Secondary Education.

XI. C. Correspondence Schools

A maximum of two (2) credits may be accepted from correspondence schools.

D. Homemaking

Students may be granted one (1) credit for their work in the home of three (3) years duration or more.

Students who possess sufficient competency in closely-related aspects of homemaking--such as sewing, tailoring, etc. may be granted an additional one (1) credit via the "Test Out" option, provided that students do not exceed the maximum for "Test Out" credits cited in Item XI-F of these regulations.

E. Military

One (1) credit will be granted for military service of not less than two (2) successive years resulting in an Honorable Discharge or Separation or one (1) credit will be granted to those who have spent a minimum of six (6) years in the National Guard and hold an Honorable Discharge.

F. "Test Out"

Adult students may test out in a maximum of two (2) subject areas to earn two (2) high school credits. Students should choose subject areas in which they have had practical experience or prior course work. (Suitable examinations in the particular subject area will be prepared by a specialist in that field as designated by the Adult Education Director). "Testing Out" is not allowed in required subjects.

Note: Please refer also to related portions of XI-D and Item XI-I of these regulations.

G. Licensed Trade Schools and Business Schools, Colleges, Extension Courses

A minimum of four (4) credits may be accepted from licensed Trade and Business Schools, Colleges, and Extension Course Work.

H. Volunteer Work

A person may earn up to two (2) credits through direct involvement in a voluntary activity which benefits both themselves and some aspects of the community.

The adult high school curriculum guide contains the specific criteria for granting credit for career exploration projects and volunteer work projects. Furthermore, the Guide contains other pertinent information regulating the award of experiential credit.

XI. I. Work Experience

One (1) credit will be awarded for three (3) consecutive years of work experience in no more than one occupation or family of skills.

Students who can demonstrate--via the "Test Out" option--that they possess a specialized skill, which is closely-related to their Work Experience, may be granted an additional one (1) credit, provided that students do not exceed the maximum for "Test Out" credits cited in Item XI-F of these regulations.

J. One (1) credit may be granted to students who have previously attained passing scores on the five subtests of the General Educational Development (G.E.D.) Testing Program.

K. The State Department of Education has established an AD HOC COMMITTEE which will assist--upon request--local directors of adult diploma programs in making credit-judgements of students' past educational and training experiences.

L. The Adult High School Graduate will receive his High School Diploma from the school system where he completed the diploma requirements as specified above. The school system may award their regular high diploma or a diploma of the Adult High School Program.

M. School Systems wishing to broaden the scope of, or apply for a variance of these regulations, are encouraged to consult with the State Office of Adult Basic Education, 64 North Main Street, Concord, New Hampshire 03301. Telephone: (603) 271-2617.

Utah Adult High School Program

A. Procedures

1. Establishing the Program: Local school districts are authorized to adopt policies whereby adult high school credit may be granted and diplomas issued for successful completion of the requirements outlined in Section II-C-3 of these standards. A local school district may begin an adult high school program by notifying the State Board of Education (in writing) of its intent to abide by these requirements.

    a. These "standards" reflect minimum requirements, only, and are not intended to prohibit any school district from implementing its own educational program for adults.

    b. Classes leading to a diploma earned through the adult high school program may be organized by the director of adult education, in cooperation with personnel responsible for the regular high school program of studies, whenever the need for such class is evident. After an adult has successfully completed all of the requirements for graduation he may be issued a diploma from a high school operating within the district.

    c. Two or more districts may cooperate in offering an adult high school program jointly.

2. Entrance Requirements: Any person may attend an adult high school upon the recommendation of an authorized school official when approved by the Director of Adult Education or the Adult Education Committee. Appeals of decisions to deny admission may be made to the Superintendent and board of education by the student, his parent(s), or legal guardian(s).

3. Program of Studies: Any class which has been approved for graduation from any Utah high school, or which is deemed by the board of education to be of special benefit to the student affected, may be offered in an adult high school. In any event, it is assumed that both the content and instructional methods will be modified to meet adult interests and needs.

B. Sources of Credit

Credit toward a diploma earned through the adult high school program may be secured in the following ways in addition to credits earned through the adult high school program: (1) transcripts from other schools, (2) military service, (3) work experience, (4) testing programs.

B. Sources of Credit (continued)

1. Transcripts from Other Schools: Credit toward a diploma earning through the adult high school program may be received by transcript from public high schools, accredited correspondence and private secondary schools, and institutions of higher education.

   In order to attain a degree of uniformity, transcripts of credit should be evaluated on the basis of these criteria:

   a. Only credits from public high schools, accredited private, and parochial high schools, institutions of higher education, and correspondence schools shall be accepted.

   b. If college credits are to be used for adult high school graduation, they shall be evaluated in the ratio of five (5) quarter hours for each high school unit.

   c. Credits allowed by transcript shall follow the same procedure prescribed for the use of such credits in the regular high schools of the district.

   d. Credits received by transcript may not duplicate credits received from other sources in meeting requirements for adult high school completion.

   e. Credits earned in the 9th grade shall be utilized in the same manner prescribed by local districts for the regular day school program.

2. Military Service Credit

   a. A maximum of three (3) units of credit may be granted for basic training. This credit may be listed as military science, first aid, or health and physical education. Credit authorized through military service shall be approved by the Adult Education Committee.

   b. Additional credit may be granted for other valid educational experiences while in military service, if certified by the Commission on Accreditation of Service Experiences (American Council on Education), or other recognized authority, and approved by the Adult Education Committee.

   c. Credit authorized for military service shall not duplicate credit already earned for graduation.

3. Work Experience

   The general philosophy of the adult high school program is to accept the adult where he is in his educational experience and to provide the opportunity for advancement. In most types of work experience there are learning situations. These might include valuable educational gains in vocabulary, speech techniques, mechanical skills, mathematical knowledge, and social relationships. It would be a duplication of

past experience to require a student to take courses which teach skills he has already acquired through job application.

a. A maximum of four (4) units may be granted for verified work experience.

b. Two units of credit is the maximum that may be awarded for one calendar year of approved work experience in a given field. Each individual's work experience shall be evaluated on its own merit; however, only in exceptional cases, and with the concurrence of the Adult Education Committee, shall credit be awarded for work experience covering a sustained period of less than six months.

c. Credit authorized for work experience may not duplicate credit already earned for graduation.

d. Each student shall complete an application for work credit by listing all positions in which he has had six months or more of consecutive experience. This form shall have a place for the firm name, firm address, dates of employment, signature of the student's immediate supervisor, and type of work performed.

e. The Adult Education Committee shall evaluate the verification of work experience and make recommendations concerning its appropriateness for each individual applicant.

4. Testing Programs:

Credits may be earned through approved testing programs. The primary standardized tests which may be used as a basis for adult high school credit are the tests of General Educational Development (high School level) developed by the Commission on Accreditation of Service Experiences, American Council on Education.

a. Under qualified conditions, other standardized tests may be used if recommended by the education agency administering the tests and approved by the State Board of Education.

These examinations should provide over-all coverage of the content ordinarily included in a high school course in the subject. Credit by examination may satisfy the requirements for a designated portion or for an entire course. A copy of the examination should accompany the district's plan.

b. Any person regularly enrolled in the adult high school may be an applicant for credit through examination. He must achieve an average standard score at or above the 50th percentile on each test; except that, applicants for credit based on the tests of General Educational Development must achieve an average standard score of 45 or higher on the entire battery, with no score below 40 on any of the five components of the examination.

c. Not more than a total of five (5) units of credit may be applied toward graduation on the basis of test scores. All such credits may be generated through the tests of General Educational Development must achieve an average standard score of 45 or higher on the entire battery, with no score below 40 on any of the five components of the examination.

C. Requirements for a Diploma Earned Through the Adult High School Program

1. The State Board of Education has authorized three local school districts (Morgan, Nebo, and Weber) to establish experimental programs of studies in which the traditional subject areas are grouped under five broad categories, namely: Communicative Arts, Career Development, Natural and Exact Science, Social Studies, and Health, and Physical Education.

   The agreements which authorized these pilot programs specify that the districts which implement the program shall provide extensive curriculum offerings in each of the five broad areas. Each junior and senior high school student shall be involved in planned educational experiences in each of these five areas; and, commensurate with his ability, each student shall achieve an appropriate level of proficiency in the behaviors identified under each of the five broad curriculum areas.

   The behavioral objectives which were developed for this experimental program evolved during a comprehensive two-year study by a representative state-wide program of studies committee, and are readily adaptable to the Adult High School Completion programs of the pilot districts.

2. All other districts are expected to abide by the more conventional pattern of requiring a minimum of fifteen (15) specified units of credit during grades 10, 11, and 12 for high school graduation.

3 Adult High School Program of Studies: Inasmuch as desired individualization and flexibility are provided in the existing Adult High School Program Standards through the granting of credit for basic military service, work experience and standardized testing programs, the regular high school program of studies will continue to serve as a guideline for the Adult High School program.

   The following subject matter areas, therefore, represent the minimum requirements in grades 10, 11, and 12 which must be met by each recipient of a diploma earned through the adult high school program except that, a local school district may exempt any student from meeting any one (1) unit or its equivalent of these requirements, provided the number of students so exempted does not exceed five (5) percent of the class enrollment, and any student may be exempted from meeting two (2) units of these requirements, provided the number of students so exempted does not exceed two (2) percent of the class enrollment.

a. Language Arts: Three units required. At least two units must be in English. There may be substituted for either eleventh or twelfth-grade English, one unit or its equivalent from among the subjects offered in grades 10-12 in the general area of the language arts (e.g., speech, foreign language, remedial English or reading, journalism, debate, etc.).

b. Social Studies: Two units required. One unit must be in American History and Government. The other unit required may be from one or a combination of such courses as the following: World History, America's Social and Economic Problems, Sociology, World Geography, or Economics.

c. Mathematics: One unit required. Algebra taken in the ninth grade will not meet this requirement, except if the use of such credit will provide an opportunity to take advanced courses or otherwise enrich the student's educational experience in the high school.

d. Science: One unit required. This may be either physical or biological science. It must be either biology, botony, zoology, physiology, agricultural science, physics, chemistry, senior physical science, or a combination of any two of the biological science courses listed above which are offered on a one-half unit basis.

e. Health: It is highly recommended that health education be offered as an elective. Well-qualified health instructors should be secured who will attempt to teach it as a practical science as applied to the physical and mental health needs of adults.

f. Physical Education: It is highly recommended that physical education be offered as an elective. Well-qualified recreational leaders should be secured who will teach the basic skills and sensible use of adult recreational activities.

g. Electives: Eight units required.

4. Interpolation of Credits: The State Board of Education determines minimum requirements only. Local district requirements may exceed the 15 contact units (7 required and 8 electives) prescribed in the above program of studies. It is recommended, however, that the minimum number of credits required for a diploma earned through the adult high school program be consistent with local district requirements for the regular high school diploma--except for the latitude granted adult high schools in the area of Physical Education and Health. In some districts this may be 16, 17, or 18 units for grades 10, 11, and 12.

It is further recommended that the problems of interpolating Carnegie units be minimized by awarding diplomas earned through adult high school programs on the basis of 15 or more combined (Carnegie and contact) units for grades 10, 11, and 12. Thus if an adult high school student were to have earned nine Carnegie units while enrolled in a

regular three-year day school, he would be expected to acquire six additional contact units to qualify for a diploma earned through the adult high school program--assuming a current local district requirement of 15 units for grades 10, 11, and 12.

5. Students Enrolled in Vocational Education Programs: Students aged 16 through 21 years who are enrolled in vocational education programs which qualify for credit under the Minimum Standards Relating to Adult High School Programs may be counted in average daily attendance (ADA) based on the ratio that their hours of formal instruction bears to the standard 5½ hour school day.

6. Area Vocational Center Enrollees: The existing practice whereby local districts pay the tuition fees for selected high school students between the ages of 16 and 18 years to attend area vocational centers, and subsequently report these students in ADA, has been extended to include students up to and including age 21 who have not completed high school and who are enrolled in a high school completion program.

   Credit for any of the approved programs in vocational education offered by an area vocational center may be counted as specialized elective credit toward a diploma earned through the adult high school program.

   The hours of course work and on-the-job training conducted by area vocational centers, together with an evaluation of the students' performance, should be forwarded to the regular high schools or adult high schools with which the students have been identified and recorded on their respective permanent record cards.

   Only local boards of education are authorized to award units of credit, per se, and to issue high school diplomas.

7. Training Provided by Other Agencies: The procedures for awarding credit described in Item 6, above, also apply to the technical colleges, job corps centers, skills centers, and the Utah State Industrial School.

8. On-the-Job Training: Students enrolled in supervised on-the-job training may receive credit for such instruction on the basis of an individual evaluation of this work experience and training by the local Adult Education Committee. "On the job training" is included under the broad classification of work experience. All criteria and constraints enumerated under Section B-3 of these Standards therefore apply to on-the-job training.

New Jersey Adult Graduation Requirements

Any graduate of our Adult High School should earn 90 credits, even though the State requirements are 80 credits. In addition, the graduate will have an average of 9.5 grade level in reading, language and computation skills on a standardized test (TABE). Ten (10) credits out of these ninety credits must be in American History. Twenty (20) credits should be earned from English language courses. The remaining credits are to be earned from either (a) course requirement or (b) by an examination on course curriculums offered and approved by the Office of High School Completion in the Bureau of Adult Continuing, Community Education.

Credits may be granted on the basis of various options stipulated in 18A:48-1 of N.J.S.A. These options are:

-Transcript for courses completed from an accredited high school/ colleges (6:44 - 7.5.1a).

-Previous work experience will be a maximum of 10 credits (N.J.A.C. 6:44-7.5.1d). Granting of these 10 credits depends on the skill level of the job experience.

-On-the-job, up to a maximum of 30 credits (N.J.S.A. 6:447.1e). In any recognized trade the acquisition of the total number of credits will be based upon the student's mastery of the course and on-the-job training requirements (N.J.A.C. 6:44 - 7.5.1e).

-Apprenticeship-training, up to a maximum of 30 credits (N.J.S.A. 6:44 - 7.1e).

-Basic military training of credits (ibid, 7.5.1b). Verification of other military experiences may be eligible for credits not exceeding 5 credits for each training program completed. (Sections IV, V, and VI).

-GED examination up to 25 credits (35 or better for GED Scores). Score above 35 on G.E.D. Social Studies will be used to award 5 credits in U.S.A. History 1. (N.J.S.A.: 18A. 35-2).

-Credits by examination, up to 5 credits. Examination will be approved by the Bureau of Adult Continuing and Community Education and designed and evaluated by master teachers in the particular subject area.

-Independent study, not to exceed 5 credits per course (ibid 7.5.1g). Plans for independent study or projects must be approved by the principal or instructors.

-Classroom and vocational offerings in the Garden State School C.E.T.A. programs up to 5 credits per course. Earning of the credits in the C.E.T.A. program will be based upon 64 evening sessions of at least two hours (NJSA 18A - 48 - 1.).

GRADING SYSTEM

Since it is the philosophy of the Adult High School to recognize participants for their previous experiences and schooling, no failure system will be introduced. Instead, 85% mastery on each curriculum objective will be equal to the approved credit points for the course. The following symbols will indicate levels of accomplishments on all course offerings. E = Excellent (96-100); G = Good (90-95); A = Average (85-90); N = Needs Improvement (Below 85%). Any student falling below 85% has the chance to discuss withthe instructor for special assignments to bring the grading point to the mastery level.

CURRICULUM

Although the curriculum should reflect the educational concepts recommended by the N.J. Department of Education (Administrator's Handbook for Adult High School pp. 17-29), the future goals and special interests are to be reflected in the development of the study programs. Since our district deals with institutionalized population, there should be specific plans to incorporate needed future job skills, college requirements, creative studies and areas which the learner wishes to investigate. Below are the general areas of course selections by the learner.

Civics, Social (Government)

English I, II, III, IV

Literature, American

Ethnic Studies

Psychology

Basic Mathematics

Personal Mathematics

Algebra I & II

Geometry I

Calculus I & II

History, United States I and II

Micro-Economics I

Micro-Economics II

Accounting, Bookkeeping

Air Conditioning

Refrigeration

Power Mechanics (Small engine repairs)

Auto Mechanics

Auto Body

Graphic Arts

Science - General

Credits will be awarded for other courses which have been documented.

Each of the above courses will be awarded 5 credits.

ADMINISTRATION

The principal of the Adult High School shall be called Adult Director. He must be in possession of a Principal's certificate, issued by N.J. Department of Education. The Adult Director will direct, supervise, and evaluate the activities of the participants and teachers (instructors). He also must approve each enrollee's program.

The instructors will work with enrollees on an individual and small group basis to advise, structure programs and assist in the completion of requirements for graduation.

South Carolina Adult Credit Regulations
Provisions for Granting Credit

1. Course credit shall be accepted when official transcripts are received from schools which are accredited by the State or the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Western Association of Colleges and Schools, and Northwest Association of Colleges and Schools.

2. Credit for correspondence courses shall be accepted from the extension divisions of South Carolina colleges and universities and/or the United States Armed Forces Institute. Credit for courses completed through correspondence courses from other institutions may be accepted when the quality of the work completed is validated by standardized tests or approved by the State Department of Education, State Approving Section, and the Office of Accreditation and Educational Improvement Section. Credit from institutions not accredited by a state board of education or the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Western Association of Colleges and Schools, and Northwest Association of Colleges and Schools shall be validated by standardized tests of tentative assignment of students in classes for a probationary period.

3. Credit for vocational classes shall be granted by considering the following criteria: Classes meeting for 120 or more hours may carry one unit of credit. Classes meeting for 240 hours may carry two units of credit. These hour requirements may be shortened by demonstrated proficiency of the adult student. Trade tests may be part the evaluative process in granting credit.

4. Credit for occupational training and experience: In the determination of units to be allowed for vocational (technical) training and work experience, the local administrator may allow a maximum of six units of credit, if the student establishes that he has had formal training (through trade school, apprenticeship, special programs of courses, etc.) plus at least two years of successful experience verified by his employer in the occupation. The issuance of occupational work experience credits shall be allowed only when the individual has met the necessary academic requirements. The principal of the high school awarding the diploma must recommend that credit be granted for occupational training and experience. The adult student seeking credit for occupational training and experience shall complete a required form stating his qualifications. The completed form shall be forwarded to the Office of Adult Education and if approved shall become a part of the adult student's official school record. (Form: AE-Vo. 1, "Evaluation of Occupational Training and Experience for Granting High School Credit in Adult Education" shall be provided by the Office of Adult Education.)

Topeka, Kansas Adult Diploma Guidelines

The three senior high schools may issue diplomas to adults who did not graduate with their regular class provided the following conditions are met:

1. Have passed their ninteenth birthday.

2. Class must have graduated from high school.

3. Have two years (18 credits) in residence at an accredited high school. At least four credits must be at one of the public high schools of Topeka or the Continuing Education Department. Service personnel and veterans, who have completed one year of honorable service in the United States armed forces may include a maximum of 8 credits earned through correspondence or home study courses from an accredited institution.

4. Included in the two years of residence must be 2 credits of United States History and 1 credit of regular high school program, the Continuing Education Department, summer school, or through a correspondence course from an accredited institution ordered through one of the high schools.

5. The student may take the General Education Development test and achieve a standard score of 35 or above on each test and an average standard score of 45 on all five tests; or the student may secure a maximum of 12 credits through full-time attendance at the Kaw Area Vocational-Technical School. Admission to the Kaw Area Vocational-Technical School is contingent upon the approval of the Director of the Kaw Area Vocational-Technical School.

6. Acceptance of credits under the provisions of this policy is contingent upon prior approval by the principal of the high school where the diploma is issued.

7. Any of the above plans for securing a diploma from the high schools of Topeka Unified School District No. 501 must have had prior approval of the principal of the high school where the diploma is issued. Prior approval by the principal shall not waive any other section of this policy.

8. Tuition for students affected by this policy shall not be waived.

Alcona, Michigan Adult Credit Guidelines

1. For military services units may be granted as follows:

   a. The maximum amount of 1½ units may be allowed for military service as follows:

Physical Ed	1 Unit
American Government	½ Unit

2. Credit will be given for the following as per American Council on Education recommendations:

   a. U.S. Armed Forces Institute Courses
   b. U.S. Armed Forces Institute Subject Exam
   c. U.S. A.F.I. Courses
   d. Coast Guard Institute Courses
   e. Marine Corps Institute Courses
   f. Service School Training
   g. Other training courses

3. From prior schools attended, the number of units granted shall be evaluated from transcripts submitted by the school.

4. Credits awarded on the basis of successful completion of the G.E.D. Test.

5. For school work completed in a foreign country the local school shall determine the number of units granted by:

   a. A comparative study of credit hours and method of grading
   b. Administering an Approved Test for grade placement.

6. For work experience units may be granted providing:

   a. A letter is on file from the employer indicating degree of success.
   b. An evaluation is based on the Dictionary of Occupational Titles.

7. Grade placement and units allowed may be determined by approved tests.

8. For trade school and apprenticeship courses a maximum of 6 units may be granted based on one unit for 1,000 hours of training.

9. For college academic credit, one unit may be granted for each three credit semester hours.

Missouri Adult High School Diploma Guidelines

The continual advancement of technology and the changing social climate mandates a higher level of educational attainment for many citizens. The public schools should be concerned with the educational needs of all citizens. An adult high school diploma program may be one way to meet the needs of some adults. The State Department of Elementary and Secondary Education approves and encourages the the development of adult educational program learning opportunities to accomplish diploma completion as well as other desirable adult educational goals within limits prescribed by local boards of education. The school board of any school district may provide for the education of persons 20 years of age and are residents of the school district out of revenues derived by the school districts from sources other than those described in Section 3, Article 9 of the Constitution. (Section 171.091, School Law 1967).

The adult high school diploma may be granted to adults under the following conditions:

1. Adult education programs must be under the administration of the regular administrative officers of the school and must have the authorization of the local board of education.

2. Adult education programs must be a part of the total school program of the district.

3. Enrollment in the adult high school diploma program may be extended to persons 18 years of age or older who are not enrolled in a regular day school program.

4. The adult high school program should approximate the local basic distribution of courses required for graduation; however, the program should also encompass characteristics consistent with the more mature needs, interests, opportunities and responsibilities of adults. Courses of study should reflect in depth and content the intellectual, social, vocational, and emotional experience of adults. The adult high school program should offer a flexible course of studies based on daily, weekly and semester schedules which best fit the educational needs of students. Special care should be taken to minimize conflicts with work schedules, family responsibilities, and similar obligations of adults.

5. A unit of credit in an adult high school program shall be awarded for knowledge, skill, or competency equal to that normally required to earn credit in an equivalent course in a regularly accredited secondary school.

6. Awarding of credit:

   a. Credits previously earned and documented by transcript at grade 9 or above may be used to meet adult high school diploma requirements.

   b. Credit by course or examination: In addition to granting credit toward an adult high school diploma on the basis of length of time devoted to a course, a school may grant credit on a qualitative basis through the administration of of an appropriate standardized subject matter test. These tests should cover the content ordinarily included in a regular high school course in the subject.

   c. Credit earned while in military service may be counted toward the adult high school diploma for the following types of educational experiences:

      1. United States Armed Forces Institute Courses
      2. United States Armed Forces Institute subject examination
      3. High school course offered through USAFI by cooperating colleges and universities: Credit upon transfer from the school offering the course.
      4. Marine Corps Institute courses
      5. Coast Guard Institute courses
      6. Basic or recruit training: Accepted in lieu of required courses in physical education and health
      7. Service school training: Credit may be granted as recommended in "A Guide to the Evaluation of Educational Experiences in the Armed Services."

   d. Schools may accept credit earned by a pupil through correspondence or extension study toward satisfying the requirements for graduation. Such credit shall be earned through the satisfactory completion of courses offered by an accredited college or university.

   e. A maximum of six elective unites may be granted in the adult high school program for documented federally registered trade apprenticeship programs or other evidence of successful vocational learning or achievement.

   f. As many as one unit per semester up to a total of six elective units may be awarded for regular employment in cooperative work-study programs supervised or taught by vocationally certified teacher-coordinators.